

¡Fútbol! Soccer in.... SPANISH!

Theme-based Spanish camp for children in grades 2-5.

Day 1 Target Vocabulary: *Preparando para jugar*

<i>el partido</i>	the game	<i>el equipo</i>	the team
<i>(jugar al) fútbol</i>	(to play) soccer	<i>la camiseta</i>	the jersey
<i>gol</i>	goal	<i>Hay que</i>	You have to
<i>la pelota</i>	ball	<i>bloquear</i>	to block
<i>el campo de fútbol</i>	soccer field	<i>patear</i>	to kick

Preparing for Class:

Be sure to read the lesson plan carefully, as many of the first day activities will help shape the rest of the camp and maximize the *español* that is being spoken each day. You will probably have students with soccer different abilities in your class. Some will know how to play soccer very well and some may not be familiar with the game. Use the students that know how to play the game to your advantage. They can help make the class a fun and successful experience for you and the other students. **Remember:** since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, it is imperative that you instruct the class bilingually and encourage the students to decipher the Spanish by using gestures and cognates.

Important Note: Be sure that throughout this camp you remember to regularly praise the students in Spanish. The overall goal of this class is not to become an expert at either soccer or Spanish, but rather to encourage the students and help spread enthusiasm for both topics.

Where to have class: Please be sure to have an area designated outside where you will have class each week. This way the students and parents know where to pick up and drop off. If it has been wet, you may want to bring in a big blanket to set down for circle time. If the weather is inclement, be sure to talk with your area manager about using a gym space or something similar inside so that class can resume as usual.

Materials: Please have the materials noted below with you each and every session. Students will bring a plain white t-shirt to class on the first day to decorate as their team's jersey. This will also serve as their name tag. Students should also come prepared with a light snack and a water bottle.

- **8-10 Cones** for soccer goals, field outline & drills
- **2-5 Soccer balls**
- **CD player**
- **Soccer/Spanish musical CD**
- **Whistle**
- **Stopwatch-** (or watch with a second hand-Please bring your own)
- **Referee shirt-** (Teachers-you can make your own from a white t-shirt, wear a striped t-shirt, or wear all black and white to designate yourself as the referee.)
- **Point chart-** (Printed from the intranet and blown up and laminated or provided for you.)
- **Key word poster-** (Teachers-you can print this from the intranet and have it blown up and laminated or create your own poster with the designated vocabulary.)
- **Student jersey labels & Safety Pins**
- **Student Responsibilities Poster-**(Teachers-you can print this from the intranet and have it blown up and laminated or create your own poster with the designated vocabulary.)
- **Healthy snacks-**A couple extras for the students who forget

Introduction:

Play the musical CD while students are arriving to class. Greet each student by saying "*¡Hola!*" or "*¿Cómo estás?*". Take attendance and have students say "*presente*". Once all students have arrived review the Student Responsibilities poster. Introduce your chosen attention getter. (It may be fun for the teacher to say "*olé, olé, olé*", and the students to respond "*gol, gol, gol*", similar and to the tune of the Ricky Martin World Cup song. (Teachers can choose another song/chant, whistle, or hand clap by confirming it with their local BAM.) Make certain the students know what to do when you use the attention getter. Have the students get out their white t-shirts for their jerseys. (*Please note: On the first day jerseys will be part of the cultural component.*)

Introduction to the game and new vocabulary:

Teacher: Gather all your students together and have them sit in a circle. Engage them in a conversation regarding soccer. *Note: It is very important that each student repeats every phrase or vocabulary word a minimum of three times for reinforcement. Also, be sure that the key words poster is visible throughout the duration of the class for easy reference.*

- ***"¿Ustedes saben jugar al fútbol?"*** Do you know how to play soccer? Let the students raise their hands or nod their heads. As students say yes or no encourage them to say *"Sí"* or *"No"*. You might say *"¿Sí sabes jugar al fútbol?"* or *"¿No sabes jugar al fútbol?"* to each student as they respond. Repeat each of the phrases in English as well. Tell the students *"Voy a explicar"* I will explain. *"¡Vamos a jugar al fútbol! Pero primero vamos a aprender un poco.* We are going to play soccer! But first we are going to learn a little bit."
- ***"¿Clase qué piensan significa fútbol?"*** What do you think *fútbol* means?" Encourage students to give their answers and then explain that in Spanish the word is used to describe soccer. If the students ask what American football is called in Spanish speaking countries, you can tell them that American football is call *"fútbol americano"* in Spanish speaking countries.
- ***"Este es una pelota.*** This is a ball." Have the class repeat *"pelota"*, as you point to the ball. You might even kick or throw the ball to one of the students to reinforce the word. (If you have a group of younger students you can pass the ball around a circle and have every student say the word in Spanish as they receive the ball.)
- ***"Vamos a jugar al fútbol en el campo de fútbol.*** We are going to play soccer on the soccer field." Point to the small soccer field that you have created with cones *"Levántense por favor"* (Use your hands to motion the students to stand. If they don't understand repeat the phrase in English.)
- ***"Hay que patear."*** Show the motion of kicking soccer ball. Either kick one of the soccer balls to a student or have the student that you kicked the soccer ball to earlier kick the ball back to you. Ask the students, *"¿Qué piensan significa Hay que patear?"* What do you think *Hay que patear* means?" Praise the student's efforts to answer and then reinforce the phrase again by saying, *"Sí. Hay que patear means you have to kick."* (To better reinforce this phrase you can have the students kick the ball to each other in the circle while repeating the phrase when they receive the ball.)

- *"Hay que bloquear."* (Make the motion of blocking by having a student volunteer stand up with you.) Then ask the students, *"¿Qué piensan significa Hay que bloquear?"* What do you think *Hay que bloquear* means? Praise the student's efforts to answer and then reinforce the phrase again by saying, *"Sí. Hay que bloquear means you have to block."* (Have all the students turn to the person next to them and mimic blocking while chanting the phrase *"Hay que bloquear"*.)
- *"¡Gol!"* Dribble the soccer ball to the goal that you have set up and kick the ball through the goal. You can run back to the group in a fun enthusiastic manner like many soccer players after they score a goal with your hands in the air yelling *"¡GOOOOOOOOOOOOOOOOOOOOOOOOOL!"* Ask the students, *"¿Qué es un gol?"* What is *un gol*? Praise the students' answers, and then have them stand and practice saying *¡Gol!* You can also have them all say *"Gol"* loudly and see who can hold the "o" the longest. You can really have fun with this and let them be silly! Be sure to have an action to go along with the vocabulary to really reinforce learning. For example: They can stand in their spots and do a "victory dance" or hold up their hands in a victory "wave."

***Note: This is a fun cultural note, as well that you can talk about today or in a future class. Ask the students if any of them has ever watched a soccer game on the Spanish channel or during World Cup. If they have, they have most likely heard one of the very enthusiastic commentators shouting "¡Gol!". One of the most famous and well-known commentators is Andrés Cantor.*

Activity: Team Selection

Teachers: Keeping your students in a circle on the ground, explain that you are going to form two soccer teams. *"Vamos a formar dos equipos de fútbol. We are going to form two soccer teams."* You can tell them that they will be playing on these teams for the duration of the camp. Explain to the students that today they will "qualify" to be a part of a national team from a Spanish speaking country. They will then be given the *"camiseta"*, jersey, of that *"equipo"* team to "wear" everyday in camp! Take this time to explain to the students that they will be given the jersey label each day at the beginning of the session. They will use the safety pins to pin the label to their t-shirt. This will be their *"camiseta"* for the team. (Teachers: Please see instructions on the intranet for the jerseys.)

Important note to teachers:

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Because you may have such mixed ages and soccer experience, please select the teams yourself. We want to be sure that each team has some older students and each team has some younger students. You can have the teams pre-selected beforehand based on the class lists, if possible and then adapt them based on the answers at the beginning of class so that the teams are also fair in regards to students' previous soccer experience.

Team names and countries: You can do one of two activities with the groups to select their team names. The first activity allows the students to select their own team name. To do this, gather the students into two groups representing the two teams. Explain that both teams need a name. Tell the class that when you start the clock, they will have one minute to huddle together and decide upon a team name. The name can be anything as long as it is a word in ESPAÑOL! When time has expired, have each team share the name of their team and tell what the name means in English.

The second option is to have each team represent the selected soccer team from Latin America. To do this, have the national team mini-jerseys from the intranet prepared on separate sheets of paper, which you have folded in a bowl or hat. One representative will close his or her eyes and pick one. His or her team will represent the country that is drawn. The team name would then be the country of the jersey that is selected. The other team will represent the other mini-jersey that remains in the bowl.

Once the teams have been determined, gather the students back into the circle and show them what the jersey of the two national teams they will represent looks like. Use the information from the teacher resource guide to explain a BRIEF history and description of the teams and any symbolism in the jerseys.

Transition: Turn off the music and use the attention getter to refocus the students' attention to you. Have students "wear" the jerseys for the remainder of class.

Drill: (Use two of the cones to create an "obstacle course" that the students must kick or dribble around before scoring the goal. It is suggested that you have this set up before class starts.) Speaking in Spanish first and following it up with English, explain to the class that it is time to "*hacer ejercicios de calentamiento*" (warm-up) before playing *un partido de fútbol*. If the students are seated, say "*Levántense por favor. Please stand up.*"

Note: It is suggested that during this activity you break the students into two groups so that they can perform the drill at different times. This will help you not only keep the drills under control, but will also allow you to hear the students say the phrases in Spanish. If you decide to do this, have one team sit and watch as you time the other team, and then switch. Be sure to review the Student Responsibilities before starting the activity so that the team watching behaves. (This is further explained below.)

Teacher: "*Hay que patear la pelota y hacer un gol.* You have to kick the ball and score a goal." It is very important to reinforce the vocabulary that will be used in this drill: "*Hay que patear la pelota*" and "*¡Gol!*" Have the students repeat these things three times while making a motion to reinforce the words. Tell the class that each team will take a turn to complete the drill. The team that completes the drill in the shortest amount of time wins. Call a volunteer up to the front to demonstrate the drill to the class. The volunteer student will stand up and say "*Hay que patear la pelota*" Then the student will dribble/kick the ball around each cones. He or she will then take a shot on goal. When the ball goes through the goal, the student will say "*¡Gol!*" Thank the volunteer and then have the students separate into their teams. If any team member misses any part of the drill, you can have the student repeat the activity until they complete the drill entirely by saying each phrase, dribbling around the cones and then scoring a goal. Time each team and declare a winner. The team who wins the drill will receive a point on the scoreboard. Be sure that the students are cheering on their teammates by giving them the signs that say "*Buen trabajo*" and "*Excelente.*" You should also encourage a lot of *aplausos*.

Variation: You can also tally points for the teams by giving each player a point for successfully completing the drill.

Partido de fútbol (primer tiempo):

After both groups have completed the drill, gather the students back into a circle on the ground and explain (in Spanish first, followed by English) that the first soccer game is about to officially get underway.

Before playing the game:

1. **Review the Student Responsibilities and the soccer rules** in the teacher resource guide. Explain to the class that the game will be played in *español* only! Remind the teams that the "*árbitro*", referee, has the ultimate say in points. This means the referee can also take points away for speaking English.

2. **Read and review the Key Words poster** with words like ..." *Aquí*", "*¡GOOOOOOOOL!*", "*Hay que bloquear*", "*Hay que patear*, etc." Have the students shout out the words and phrases as you point to them and demonstrate a movement to help them remember what they mean. (You can also point to the pictures on the sign.) Explain that the students should reference the sign during the game so that they only speak in Spanish.
3. **Assign a student to hold the sign** during the game. If you don't have an extra student, you will be in charge of holding up the sign or placing it somewhere both teams can actually see it. Note: If you have a student holding the sign, be sure to rotate this person onto their team halfway through the game to switch places with another player.
4. **Start the game!** Have the teams line up on opposite sides of the field. Blow the whistle and begin the game and continue playing for ten minutes.

Important Note: Teachers- You should keep track of English & Spanish phrases that you hear during the game, because you will take away points from the teams overall score for English that is spoken. Points can be earned by scoring goals.

Descanso/Half-time: After 10 minutes of playing the game, blow the whistle and use the attention getter to signal that it is half-time (*medio tiempo*). Allow the students the students to get their water bottles and snacks and then gather everyone into a circle in the middle of the field.

Descanso/medio tiempo will be when you will lead a *Notas Culturales* discussion with your class. On this first class, however, use some of this time to talk to the students about the great Spanish that you were hearing while they were playing. You can also review the vocabulary if it seems that the group isn't using the target vocabulary enough.

Notas Culturales:

Keeping your students in a circle and start this discussion by asking the students their favorite team, "*equipo*" from any sport and why? Answers may range from Green Bay Packers and American football to the Red Wings and hockey to the L.A. Lakers and basketball. Ask students why this is their favorite, "*equipo y deporte*", team and sport? Explain that *fútbol es muy importante* in the Spanish speaking world. Many people are fans of a specific team from the time they are very young and remain very passionate about the sport and their favorite team throughout their entire lives. Explain that

like them, people often become fans of a specific team for different reasons, but most often entire families support the same team. You will also want to discuss a famous *futbolista* during today's *Notas Culturales* time. (*Please note:* Information regarding the famous soccer players can be found on the intranet under *Teacher Resource Guide*.) Feel free to add to this discussion each class.

Activity: Fútbol Chants:

After 5-7 minutes have ended, have the students put away their snacks. Have them stand, as you teach the group two chants from the national teams that they represent. You will want to have the chants from each national team available and ready to teach the teams. **You can find the chants for Day 1 under Teacher Resource Guide on the intranet.** You should teach the chants line by line with you saying one first and then having the students repeat after you. After both groups/teams have learned the basics of their chant, have them break into groups to practice. Once they feel they are "masters" of their chants, they can perform the chant for you and for the other team. Encourage high fives among the teams and then break to the opposite end of the field from where they played the first half.

Partido de fútbol (segundo tiempo):

The *segundo tiempo* should run in the same way as the *primer tiempo*. At the end of 10 minutes, blow the whistle and have the teams return to the center of the field. You can have the players from each team line up and shake hands or high five and say "*Buen juego*" at the end of the game. This may also be a fun time to teach "*¡Dáme cinco!*"

Repaso: "Fútbol Race"

If there is time after the soccer match, you can review the vocabulary from today's class by playing a fun game. Divide the students into their teams from above and have each team sit in a large circle. Put a soccer ball in the center of each circle. Explain that one person from each team is going to come to the center of their team's circle and put their hands behind their back. When you ask a question related to the vocabulary from today, both players must race to pick up the soccer ball first if they know the answer. If the fastest player answers correctly, he or she scores a point for his or her team. (Track the points on the point chart you used during the soccer game.) If not, the game resumes with the same question and the other team has an opportunity to steal the point. If time permits, keep playing until every student has had an opportunity to be in the circle. (*Hint: Be sure to*

call students of the same age and level into the circle to make the game as fair as possible.)

Song:

Have all of the students stand in a circle and teach them the closing song, which you will perform at the end of each class. It is suggested that you sing a line first and then have the students repeat after you. Then you can sing the song together with gestures. *Remember to use a minimum of 50% of Spanish to introduce the song!*

Jugamos al fútbol

(Sing to the tune of "Farmer in the Dell)

Jugamos al fútbol, jugamos al fútbol

Todo el día

¡Jugamos al fútbol!

If there is extra time:

"Cool Down" Activity:

If time permits, gather the students together in a circle and read one of the soccer themed Spanish books provided in your camp kit. As a variation, you can also have students take turns reading sections of the book aloud for the group. Discuss the meaning of the words to check for understanding and reinforcement.

Juego: *Pasa la pelota:*

If you have time, you can plan another fun review game with the students. Have students break into their teams. Have the teams stand in a line facing each other. Give each team a soccer ball. When you blow the whistle the players should start passing the ball down the line as fast as possible. When you blow the whistle again the players must freeze and whoever is holding the ball from each team must raise their hands. You will then give these two players a question related to today's vocabulary, the Key Words, or the new rules they learned in Spanish. Whichever player answers first, scores a point for his or her team. The player who doesn't win sits out and helps you ask the next question. The team with the most players remaining at the end of 5-7 minutes wins. You can add the point to their total point tally or you can give them a small prize (soccer ball stickers or pencils would be perfect!).

Closing:

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- ✓ **Review the point chart** and encourage "*aplauso*" or high fives for a job well done by everyone.
- ✓ **Handout the student newsletters** and encourage everyone to practice the new Spanish vocabulary five minutes per day.
- ✓ **Collect all the jerseys** so that you will have them when the class meets again
- ✓ **Dismiss the group** by saying "*Adiós*" or "*Hasta Luego*". Make certain that all students are picked up by caretakers prior to departing the premises.